

## **MCLAURIN ELEMENTARY**

1400 McMillan Lane  
Florence, SC 29506

**GRADES** PK-4 Elementary School

**ENROLLMENT** 479 Students

**PRINCIPAL** Deborah Cribb 843 664-8457

**SUPERINTENDENT** Joseph S. Nelson, Ed.D. 843-669-4141

**BOARD CHAIR** Alexis Pipkins 843-665-7465

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**AVERAGE**

Absolute Ratings of Elementary Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
8	56	30	0	0

#### **IMPROVEMENT RATING:**

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 16 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Below Average	N/A
<b>2002</b>	Average	Good	N/A
<b>2003</b>	Average	Average	No
<b>2004</b>	Average	Good	No

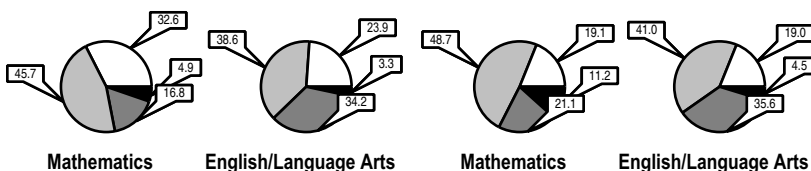
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

52.5%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	219	97.7	24.5	38.8	33.5	3.2	45.7	Yes	Yes
<b>Gender</b>									
Male	131	96.2	28.6	40.2	27.7	3.6	39.3		
Female	88	100.0	18.4	36.8	42.1	2.6	55.3		
<b>Racial/Ethnic Group</b>									
White	76	97.4	11.6	31.9	49.3	7.2	65.2	Yes	Yes
African-American	133	98.5	33.0	44.6	21.4	0.9	31.3	Yes	Yes
Asian/Pacific Islanders	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	139	99.3	13.0	36.6	45.5	4.9	64.2		
Disabled	80	95.0	46.2	43.1	10.8	0.0	10.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	219	97.7	24.5	38.8	33.5	3.2	45.7		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	216	97.7	24.3	38.4	34.1	3.2	45.4		
<b>Socio-Economic Status</b>									
Subsidized meals	142	97.9	35.1	43.9	20.2	0.9	28.1	Yes	Yes
Full-pay meals	76	97.4	8.1	31.1	54.1	6.8	73.0		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	219	99.1	34.0	45.0	16.2	4.7	31.4	Yes	Yes
<b>Gender</b>									
Male	131	98.5	36.5	41.7	17.4	4.3	30.4		
Female	88	100.0	30.3	50.0	14.5	5.3	32.9		
<b>Racial/Ethnic Group</b>									
White	76	98.7	20.0	44.3	28.6	7.1	51.4	Yes	Yes
African-American	133	100.0	44.7	48.2	7.0	0.0	14.9	No	Yes
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	139	99.3	14.6	56.9	21.1	7.3	43.9		
Disabled	80	98.8	69.1	23.5	7.4	0.0	8.8	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	219	99.1	34.0	45.0	16.2	4.7	31.4		
<b>English Proficiency</b>									
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	216	99.1	34.6	45.2	16.0	4.3	30.3		
<b>Socio-Economic Status</b>									
Subsidized meals	142	100.0	47.0	47.9	5.1	0.0	12.8	No	Yes
Full-pay meals	76	97.4	13.5	40.5	33.8	12.2	60.8		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	109	93.6	29.9	40.2	27.8	2.1	29.9
	<b>Grade 4</b>	97	94.8	25.6	48.8	25.6	N/A	25.6
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	102	99.0	17.6	29.7	47.3	5.5	52.7
	<b>Grade 4</b>	117	96.6	30.5	49.5	18.1	1.9	20.0
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	109	100.0	42.2	46.1	8.8	2.9	11.8
	<b>Grade 4</b>	97	100.0	32.2	44.8	11.5	11.5	23.0
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	102	99.0	35.2	49.5	11.0	4.4	15.4
	<b>Grade 4</b>	117	99.2	35.2	41.7	18.5	4.6	23.1
	<b>Grade 5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 479)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.5%	Up from 4.0%	3.0%	2.7%
Attendance rate	94.7%	Up from 94.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	17.3%		5.0%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	18.0%		3.7%	3.5%
Eligible for gifted and talented	9.7%	Up from 8.3%	15.0%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	20.5%	Up from 18.2%	9.5%	8.2%
Older than usual for grade	1.9%	Down from 3.4%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 38)				
Teachers with advanced degrees	42.1%	Down from 50.0%	51.5%	51.4%
Continuing contract teachers	89.5%	Down from 94.7%	90.3%	87.5%
Highly qualified teachers**	86.4%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.9%	Up from 86.6%	87.1%	86.7%
Teacher attendance rate	95.1%	Up from 94.9%	95.1%	94.9%
Average teacher salary	\$38,899	Down 1.5%	\$40,816	\$40,760
Prof. development days/teacher	18.5 days	Down from 18.6 days	12.2 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.5	4.0	4.0
Student-teacher ratio in core subjects	18.4 to 1	No change	19.3 to 1	18.9 to 1
Prime instructional time	86.8%	Down from 86.9%	90.3%	90.0%
Dollars spent per pupil*	\$6,783	Down 8.3%	\$5,867	\$6,044
Percent of expenditures for teacher salaries*	61.2%	Down from 69.0%	66.1%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	78.2%	Down from 93.3%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	89.0%	92.0%
Highly qualified teachers in high poverty schools**	91.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

The staff, students, and parents at McLaurin Elementary are proud of the progress we have made this year. Our students performed well academically. We continued our focus on early literacy and reaching our parents with our adult education program. We will complete our SC Reads grant this summer. Our school was recently awarded a SC Reading First Grant for 2004-2006 school years. This will enable our staff to continue our focus on reading and writing. McLaurin was also awarded the 2004 Red Carpet School Award. This award recognizes schools across our state that perform an outstanding job in creating a warm school environment for students, parents, and the community. Among our other accomplishments are the following:

- We expanded our Montessori program to include second grade.
- Our teachers continued extensive staff development in early literacy.
- We continued our adult education/family literacy program on-site.
- We provided after-school tutoring for 31 students.
- McLaurin students read over 35,000 books this year.
- Our intensive summer tutorial program served 40 students.

Our staff is dedicated to providing students with a strong academic program enhanced with an equally strong focus on character. We continue to recognize excellence in both areas during our nine weeks celebrations.

McLaurin's Association of Parents (APT) and our School Improvement Council are vital to the success of McLaurin. Our APT raised funds to offer financial support for the overall program at McLaurin. Our School Improvement Council focus for this year was to continue to raise community awareness about our school and the programs we offer. We continue to have strong parental involvement in meetings, conferences, and other events offered at school. McLaurin is a community where expectations are high, and everyone is encouraged to be a lifelong learner.

Deborah Cribb, Principal

Jane Shurman, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	39	75	53
Percent satisfied with learning environment	100.0%	89.2%	96.2%
Percent satisfied with social and physical environment	94.7%	91.9%	90.4%
Percent satisfied with home-school relations	76.9%	90.5%	82.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.